



# Childcare Inspection Report on

**Anita Horne**

**Cardiff**



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## **Description of the service**

The child minder operates her child care service from her family home in the Whitchurch area of Cardiff. She provides care Monday to Friday, from 8:00a.m. until 6:00p.m. She can care for up to ten children at any one time and offers places for children from birth to 12 years. Children are cared for on the ground floor only, with easy access to an enclosed rear garden. The service is delivered through the English language and does not provide the Welsh language 'Active Offer.'

## **Summary of our findings**

### **1. Overall assessment**

Children are welcomed into a warm, homely environment. They are happy, relaxed and settled in the care of the child minder. Records relating to the service are generally well maintained and kept securely. The environment is suitable for the purpose of child minding with access to all facilities needed. There are a variety of opportunities to keep children occupied and children learn through play. Children enjoy regular outings and attend local playgroups.

### **2. Improvements**

Since the last inspection the child minder has completed relevant training courses to enhance her business. She now records accidents and existing injuries appropriately. During the course of this inspection the child minder addressed an issue with her car insurance and updated her Statement of Purpose to ensure it meet the required standards.

### **3. Requirements and recommendations**

We found that the service did not meet the legal requirements in relation to maintaining records of fire drills. We brought this to the child minders attention and she agreed to take action. Therefore, on this occasion we have not issued a non compliance notice on this occasion.

We made some recommendations in relation to operational matters including; updating her knowledge around child protection procedures and improving the quality of some policies and documentation. Further information can be found in section 5 and is detailed throughout the report.

# **1. Well-being**

## **Summary**

Children are happy, settled and relaxed. They feel safe and secure and are encouraged to speak up and make requests. Children are offered opportunities to learn and develop through good play experiences. Older children are independent and can do things for themselves.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children have plenty of choice and they voice their opinions. They made decisions about how and where they played in the child minders home. They selected and asked for toys from different areas to play with and moved freely between indoors and outside following their own interests. A child made a request for a specific toy and the child minder spent time looking for this. We heard plenty of conversation and chatter and non-verbal children were able to express themselves. Children were encouraged to choose what they wanted to eat and were clearly comfortable speaking up about what they liked.

Children have a strong voice at the service.

### **1.2 To what extent do children feel safe, happy and valued?**

Children are relaxed and content in the child minder's care. They have developed a strong relationship with the child minder. The children were unperturbed by our presence which demonstrates a strong sense of security and familiarity with their surroundings. They chatted to the child minder in a relaxed and natural manner. Children have developed relationships with other minded children, and talked to us about the friends that they had made who were not present that day. Children enjoyed sharing books with the child minder and sat together contentedly together on the sofa, demonstrating strong bonds of affection.

Children feel safe and secure and have formed attachments with the child minder.

### **1.3 How well do children interact?**

Children interact well. They played very nicely and naturally together. Older children interacted well with younger children. They involved them in games and were patient and kind. Children are beginning to learn how to share, take turns, cooperate and show sensitivity towards each other's needs. We saw two children sharing equipment well whilst playing with playdoh and whilst playing with outdoor equipment. Children are polite. We heard children regularly saying 'please' and 'thank you' demonstrating they routinely use good manners.

Children interact well, showing they genuinely care for each other.

#### **1.4 To what extent do children enjoy their play and learning?**

Children sustain an interest in the activities available. They have access to plenty of resources which are appropriate for their age and stage of development. Children were seen to move freely between different play experiences and they used their imagination to create their own games. During our observations we saw a child enjoy playing with K-nex, a small construction toy, for some time. They created various models and characters, gaining a great sense of achievement from this. One child was delighted when the child minder joined him in a bat and ball game in the garden.

Children thoroughly enjoy the play and learning experiences available to them.

#### **1.5 How well do children develop, learn and become independent?**

Children experience a good range of activities that help them learn through play. They can explore a good variety of freely chosen and directed play. We saw children do this with confidence, exploring toys and activities both indoors and outside. Children interacted with the child minder during their play, asking her questions, to which the child minder responded to appropriately. This extended the children's learning and encouraged them to be creative and thoughtful. Children are encouraged to do things for themselves, such as putting their own shoes on/off, feeding themselves, personal care and tidying away toys.

Children have good opportunities to learn, develop and practice independence.

## **2. Care and Development**

### **Summary**

The child minder has an awareness of the children's individual needs and seeks ways to ensure these are met. Most policies in place are generally up to date. The child minder undertakes regular training courses, to enhance her knowledge and develop her service. She has well established routines which helps to keep children safe.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

The child minder implements good practice in relation to healthy eating and lifestyles. She ensures children are physically active each day and she provides nutritious snack options. The child minder has an appropriate current first aid certificate and she has completed a Level 2 award in Food Safety. Routines established, promote good hygiene. Children were encouraged to wash their hands regularly. Individual hand towels are provided to reduce the risk of cross contamination. A medication policy is in place and medication is only given with prior written permission from parents. The child minder records any accidents or incidents appropriately. Information relating to safeguarding was unclear. The policy in place did not contain information on what action would be taken, should an allegation be made against her. It also confuses where child protection referrals should be directed. Risk assessments and safety routines are followed carefully to minimise risks to children and promote their well-being. The child minder records children's attendance and notes the times that they are at the setting.

The child minder has established some good procedures and routines to keep children safe and healthy. Awareness regarding child protection matters could be strengthened.

#### **2.2 How well do practitioners manage interactions?**

The child minder has an appropriate behaviour management policy in place. We saw that the child minder uses positive behaviour management strategies to promote children's welfare. She told us that she takes into account the age and developmental stage of children and understands that these factors can affect children's behaviour. The child minder was responsive; she spoke gently and was very encouraging towards children, giving lots of praise for achievements and efforts. We observed the child minder use distraction techniques to refocus children and to encourage co-operation and sharing. It was obvious that the children were familiar with the routines within the setting and children responded well to the warm atmosphere and positive interactions.

The child minder is adept at supporting positive interactions between children

### **2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?**

The child minder provides care which is child centred and meets children's individual needs, encouraging learning through play. She was responsive to the children's attempts at communication; there was good eye contact and questioning to help understand what the child wanted or needed and she spent much of her time at the children's level. We observed a lovely example of language and literacy development whilst the child minder read a story to the children. She encouraged the older child to read, helping them sound out more difficult words and both the child minder and the minded child encouraged the younger child to try and say some words. The child minder provides parents with verbal feedback on their child's development and routines on a daily basis. However, she does not keep any written records of developmental progress or formally identify the next steps in their learning. We saw that the child minder has a basic activity planning system in place for the children in line with events on the calendar such as Valentine's Day, pets/animals and the farm. She encourages children to come up with ideas of what they would like to do and she incorporates these into her planning, along with the things she knows they enjoy. The child minder promotes the use of spoken Welsh as many of the children that she cares for attend Welsh language schools.

The child minder provides appropriate opportunities for children's development which are tailored to suit individuals.

### **3. Environment**

#### **Summary**

Policies and procedures relating to health and safety, generally promote safe practice, although fire safety can be improved. Resources and toys are suitable and generally accessible to the children attending. There is plenty of play space available for the children and the child minder makes good use of this space.

#### **Our findings**

##### **3.1 How well do leaders ensure the safety of the environment?**

The child minder has established a number of routines and developed procedures which help identify and reduce risk. The home was well-maintained and all resources were in good working order. Areas in the home were clean and tidy and a homely atmosphere was evident. The front door was kept locked throughout the visit and a record of visitors is retained. The annual gas safety check was complete and there was an electrical installation certificate in place. The child minder described her daily routine, stating that she undertook a visual safety check every morning before the children arrive. She told us that she is safety conscious and keeps herself vigilant to risks and would take immediate action for anything she identified as a risk. We saw her practise was consistent with this. For example, she picked up toys from the floor, which may be a trip hazard. Written risk assessments are in place for indoor and outdoor areas. A fire blanket is wall mounted in the kitchen and the first aid kits are easy to access and well maintained. Additional safety equipment is used when appropriate. For example, a fire guard and a child safety gate. We saw a smoke alarm log, last checked in February 2019. However, there were no written records of fire drills. The child minder was unsure of when she last carried out a fire drill and thought that it was probably September 2018. CIW previously raised recommendations regarding the importance of carrying out regular practise fire drills and recording these.

Children are generally cared for in a safe, clean environment but the arrangements for fire safety are not sufficient.

##### **3.2 How well do leaders ensure the suitability of the environment?**

The home is welcoming and inviting. Children have access to the whole of the ground floor, including a downstairs bathroom which is easily accessible, promoting children's independence. They utilised these areas throughout the day following their own interests and playing or relaxing contentedly. Both rooms have suitable areas where children can sit and do table top activities. During the inspection these were utilised by the children to play with playdoh and for construction play. There is plenty of floor space for children to play and comfortable sofas for relaxing. Children have access to



a spacious and secure paved outdoor play area, enabling all weather outdoor play. Large storage boxes contain a good variety of outdoor play equipment. These included, rockers, bats and balls, buggies and ride on toys. Children spent much of their time enjoying their play outdoors. Some resources are easily accessible to children, other resources are stored in cupboards. Older children can access some of the items in the smaller cupboards independently. However, most resources are stored in an area under the stairs and children have to request what they would like to play with.

The child minder gives due consideration to the areas in her home, to ensure it is suitable for the purpose of child minding.

### **3.3 How well do leaders ensure the quality of resources and equipment?**

Children have access to a range of good quality, developmentally appropriate play and learning resources and equipment, both indoors and outdoors. The child minder told us that she regularly cleans the toys and discards anything which is broken at once. This was also evidenced in her risk assessments. Toys and resources promote equality and diversity. We saw multicultural dolls and Welsh books amongst some of the resources children could play with.

The child minder has a varied range of resources and equipment available to enhance children's experiences and development.

## **4. Leadership and Management**

### **Summary**

The child minder manages her services to a satisfactory standard. She is open to feedback and keen to develop her practice. Documents and records are mostly kept to an adequate standard and stored securely. She has developed a good reputation in her community and has strong bonds with the families she works with.

### **Our findings**

#### **4.1 How effective is leadership?**

The child minder has an awareness of the National Minimum Standards and Child Minding and Day Care (Wales) Regulations. Relevant policies were in place, although some need reviewing and updating. We looked at a sample of contracts and children's records and found that they contained all of the relevant information including parental permissions, which ensures that parents are fully aware of what practice is undertaken. However, we found that there was no contract in place for one child who attends on an ad hoc basis. The child minder told us that she had all personal information and would complete the contract of care immediately. The Statement of Purpose did not include all relevant information in line with regulations and National Minimum Standards. The business is registered with the Information Commissioners Office and all documentation is kept in a secure and organised manner. The child minder is a member of an umbrella organisation which provides her with public liability insurance and information appropriate for her service. We found that the child minder's car insurance was invalid for business purposes. However, she agreed not to use the vehicle for child minding and has since sought appropriate insurance.

Leadership of the service requires some improvements to ensure the service meets the National Minimum Standards and Child Minding and Day Care (Wales) Regulations.

#### **4.2 How effective is self evaluation and planning for improvement?**

There are systems in place to capture the view of children and parents. These were reflected positively in the most recent quality of care review. For example, comments include, "I feel lucky to have found Anita, and could not feel more safe and secure knowing that (my child) is with her." Children made comments such as "I love coming here" and "I never want to stop coming here". The child minder keeps communication open daily with parents to ensure that she can gather any useful information from parents. There is a complaints policy in place, however this needs updating to include more detail in regards to concurrent investigation and CIW's correct telephone number. No complaints have been received about the service.

Methods utilised for self evaluation and planning for improvement are satisfactory.

#### **4.3 How effective is the management of practitioners, staff and other resources?**

The child minder fulfils her role well. She does not employ any assistants. Household members all have a current Disclosure and Barring Service check and the child minder is aware of responsibilities of renewing these checks every three years. She routinely undertakes training to keep up to date with any best practice and changes to legislation. Contingency plans are in place should the child minder need them in an emergency, she has a named back up child minder and parents are made aware of this.

The child minder sets realistic targets for herself and her business.

#### **4.4 How effective are partnerships?**

The child minder communicates well with parents. Parent's comments in the quality of care review speak highly of the service that they receive. Comments include "As a family we could not be without you. It's such a relief to have such a wonderful, caring, committed childminder" and "We're very happy with the daily verbal feedback – works well for us." Many parents have returned to the child minder with siblings, as they have been so pleased with the care that they receive. The child minder has established links in the community and with other child minders. She runs a local playgroup once a week and attends other local toddler groups including Ti-a-Fi. Trips further afield are taken in the half term holidays. The children have plenty of opportunities to socialise with others, and become familiar with the community they live in and experience different outdoor spaces.

Children benefit from time spent in the local areas and from using community facilities and from the good relationships forged with parents.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

The following recommendations were discussed:

- Strengthen knowledge around making child protection referrals;
- review and update the Child Protection policy;
- review and update the complaints policy;
- ensure that contracts are in place for all children attending and
- consider labelling resources to further promote children's independence.

## 6. How we undertook this inspection

This was a scheduled full inspection undertaken as part of our normal schedule of inspections. Two inspectors carried out an unannounced inspection of the service although we contacted the child minder shortly before arriving to ensure she was home.

We:

- spent approximately five hours with the child minder;
- observed the child minder's practice and interactions;
- spoke to the child minder and the children present about the service;
- reviewed all information held by CIW;
- read questionnaires from parents;
- examined a range of documentation including, policies, procedures, daily records, two children's files and other relevant records maintained as part of the service and
- undertook a visual inspection of the areas used for minding and
- provided formal feedback on the same day of the inspection

Further information about what we do can be found on our website:

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## About the service

Type of care provided	Child Minder
Registered Person	Anita Horne
Registered maximum number of places	10
Age range of children	0-12 years
Opening hours	Monday – Friday 8:00am - 6:00pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	29/07/15
Dates of this inspection visit(s)	27/02/2019
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	<p>This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service. <i>This may be because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.</i></p> <p>We recommend that the service provider considers Welsh Government's '<i>More Than Just Words follow on strategic guidance for Welsh language in social care</i>'.</p>
Additional Information:	